

Nebraska K-12 Fine Arts Standards: Music

(Jan 22, 2014 edit: December 6, 2013 Nebraska State Board of Education draft)

K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.				
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Create	FA 2.4.1 Students will compose, improvise, read, and perform music with pitch, rhythm, and movement.	FA 5.4.1 Students will compose, improvise, read, and perform music with melodies and accompaniments.	FA 8.4.1 Students will compose, improvise, read, and perform music with technical accuracy and expression.	FA 12.4.1 Students will compose, improvise, read, and perform music with an understanding of the language of music (<i>glossary</i>).
	FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to: <ul style="list-style-type: none"> specific purpose interest personal experience. 	FA 5.4.1.a Generate concepts for original improvisation (<i>glossary</i>)/composition from contrasting ideas, with teacher support, including: <ul style="list-style-type: none"> specific purpose/function interest personal experience expressive potential. 	FA 8.4.1.a Develop a compositional idea for a specific purpose or mood, with teacher guidance, including: <ul style="list-style-type: none"> how elements of music (<i>glossary</i>) convey expressive intent unity/variety tension/release how personal experiences influence musical choices. 	FA 12.4.1.a Independently generate multiple compositional ideas for a specific purpose or mood, including: <ul style="list-style-type: none"> how elements of music (<i>glossary</i>) utilize expressive intent unity/variety tension/release how personal experiences influence musical choices.
	FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance.	FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony).	FA 8.4.1.b Create, evaluate, and refine musical ideas that utilizes a variety of compositional devices (e.g., form, imitation).	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualizes creative intent with increasing craftsmanship.
	<i>Left intentionally blank</i>	<i>Left intentionally blank</i>	FA 8.4.1.c Identify and define compositional devices in student creations.	FA 12.4.1.c Analyze compositional devices in student creations.
	FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance.	FA 5.4.1.c Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or composition and identify the use of selected elements of music (<i>glossary</i>).	FA 8.4.1.d Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or original composition. Explain how elements of music (<i>glossary</i>) are used to communicate expressive content in the student's creation (e.g., aurally, visually, electronically).	FA 12.4.1.d Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), and/or original composition that conveys mood through craftsmanship. Explain how elements of music (<i>glossary</i>) are used to communicate expressive content in the student's creation (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use.
Connect	FA 2.4.1.d Connect music to personal experiences through creating.	FA 5.4.1.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through creating.	FA 8.4.1.e Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through creating.	FA 12.4.1.e Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through creating.

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Perform	FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes the music elements (<i>glossary</i>) of rhythm, pitch, and form.	FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music (<i>glossary</i>).	FA 8.4.2 Students will sing and/or play independently and/or with others a variety of music genres (<i>glossary</i>) and styles using technical accuracy and expression.	FA.12.4.2 Students will sing and/or play independently and/or with others a variety of music genres (<i>glossary</i>) and styles using technical accuracy and expression, and synthesize feedback from various sources to evaluate their performances.
	FA 2.4.2.a Recognize the music elements (<i>glossary</i>) (i.e., rhythm, pitch, form), purpose, and context of selected pieces.	FA 5.4.2.a Identify expressive characteristics and the components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).	FA 8.4.2.a Discuss expressive characteristics and the components of technique, function, and context of selected pieces (e.g., phrasing, articulation (<i>glossary</i>)/diction).	FA 12.4.2.a Analyze and interpret expressive characteristics and the components of technique, function, and context of selected pieces (e.g., timbre (<i>glossary</i>), texture (<i>glossary</i>)).
	FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance.	FA 5.4.2.b Develop and refine music performance skills using teacher and peer feedback (e.g., posture, technique, reading music).	FA 8.4.2.b Develop and refine solo/ensemble performance skills using feedback from others and guided self-evaluation (e.g., posture, technique, reading music).	FA 12.4.2.b Develop and refine solo/ensemble performance skills using feedback from others and self-evaluation (e.g., posture, technique, reading music).
	FA 2.4.2.c Perform (formally or informally) music using correct rhythm and pitch demonstrating appropriate performance expectations (<i>glossary</i>).	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics demonstrating appropriate performance expectations (<i>glossary</i>).	FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation (<i>glossary</i>), demonstrating appropriate performance expectations (<i>glossary</i>).	FA 12.4.2.c Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation (<i>glossary</i>); demonstrating appropriate performance expectations (<i>glossary</i>).
	FA 2.4.2.d Connect music to personal experiences through performance.	FA 5.4.2.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through performance.	FA 8.4.2.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through performance.	FA 12.4.2.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through performance.

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Respond	FA 2.4.3 Students will recognize and describe elements of music (<i>glossary</i>) to demonstrate how music makes them feel (impact of music).	FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).	FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).	FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).
	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.	FA 5.4.3.a Indicate music selection(s) students prefer to experience.	FA 8.4.3.a Select appropriate music in contrasting styles to listen to or perform for specific purposes/settings.	FA 12.4.3.a Select appropriate music in contrasting styles to listen to or perform with the audience in mind.
	FA 2.4.3.b Recognize and demonstrate how elements of music (<i>glossary</i>) are used by a performer or creator.	FA 5.4.3.b Identify and describe how elements of music (<i>glossary</i>) are used by a performer or creator.	FA 8.4.3.b Analyze and explain how the performer/creator uses compositional and performance characteristics to convey expressive intent (e.g., dynamics, phrasing).	FA 12.4.3.b Analyze and evaluate how the performer/creator uses compositional and performance characteristics to convey expressive intent (e.g., form, style).
	FA 2.4.3.c Express ideas and opinions about a music selection.	FA 5.4.3.c Examine music performances using elements of music (<i>glossary</i>), context, and criteria generated by student/teacher (e.g., mood, interest).	FA 8.4.3.c Choose appropriate criteria to critique expressiveness and effectiveness of a performance/composition (e.g., dynamics, tone quality) with teacher guidance and/or working with others.	FA 12.4.3.c Independently choose appropriate criteria to critique expressiveness and effectiveness of a performance/composition (e.g., texture (<i>glossary</i>), phrasing).
	FA 2.4.3.d Connect music to personal experiences through responding.	FA 5.4.3.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through responding.	FA 8.4.3.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through responding.	FA 12.4.3.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), other disciplines, and life experiences through responding.